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ABSTRACT

Virginia Western Community College (VWCC) has developed a peer helper training program based on a modular training design. A peer helper at VWCC is a student attending the college who has been trained and evaluated as being effective in specifically defined interpersonal helping relationships. Peer helpers provide services as an adjunct to those services provided by the VWCC counseling staff. After initial failure to develop a successful training program, the VWCC counseling staff developed an innovative modular training program. Each module is an independent unit focusing on particular cognitive, skill, and/or affective requirements of a specific task. Sixteen training modules are included in the program and are listed in the appendix. The assumptions underlying the general aspects of the program are: (1) there does exist a common core of facilitative conditions or relationship-building skills that is characteristic of all helping interpersonal relationships and (2) a helper must have skills and knowledge or a response repertoire adequate and specific for the task to be performed. Means for evaluating the individual participants in the program are described. An extensive bibliography used in developing the VWCC program is included. (Author/AH)

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STUDENT DEVELOPMENT MODULES IN COMMUNITY COLLEGE PEER HELPER TRAINING

Virginia Western Community College
Roanoke, Virginia

Program Presented To:

AMERICAN COLLEGE PERSONNEL ASSOCIATION CONVENTION

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March, 1975

Dear Colleague,

Welcome to the 50th National Convention of the American College Personnel Association and this convention program, "Student Development Modules in Community College Peer Helper Training." It is exciting that we are together, sharing mutual professional concerns, ideas and programs.

Our efforts have been earnest in preparing for this convention. We desire to communicate ideas and as a result of this program, to strengthen our training and utilization of peer helpers at Virginia Western Community College. Your free participation in sharing ideas will aid us to this end.

We trust that you will find the program valuable.

STUDENT DEVELOPMENT MODULES IN COMMUNITY COLLEGE

PEER HELPER TRAINING

Introduction

Using students as trained peer helpers in the community college setting has proven to be a very useful and innovative approach to expanding and extending services to college-university students. In recent years, the use of students as trained helpers of other students has gained considerable attention in the professional literature (APGA, 1975). Across the nation, colleges and universities are effectively expanding educational services to students through the use of trained student helpers. The concept has been extensively used in educational programs to serve the special educational needs of students, e.g., the Vietnam era veteran, minority or low-income students. The use of peers as helpers has expanded considerably over the years. Peer helpers and peer helper training programs can be viewed in the much broader concept of facilitating total growth and development of all students. Increasing emphasis is being placed on relevant training content, effective training design and implementation and effective employment of trained student personnel to directly and indirectly facilitate student growth and development.

Virginia Western Community College (VWCC) has developed a peer helper training program based on a modular training design. Both the use of trained peer helpers as well as the training program itself are important components of an emerging counseling program for student development. The modular training and the utilization of peer helpers at VWCC is an attempt to maximally utilize the student development potential of trained student helpers and to effectively utilize the modular training program as a developmental counseling strategy for students, faculty and staff of the college.

Who Are Peer Helpers and What Do They Do?

A peer helper at VWCC is a student attending the college who has been trained and evaluated as being effective in specifically defined interpersonal helping relationships. The student has demonstrated appropriate cognitive, skill and affective requirements to perform specific helping tasks. A peer helper provides services directly and indirectly to students as an adjunct to those services provided by the counseling staff of VWCC. The task of VWCC peer helpers can be broadly defined as instructional aides, Student Services aides, and tutors. As trained peer helpers, their role includes:

1. academic advising
2. aiding students during registration and orientation
3. coordinating Career Educational Center
4. aiding in Career Educational Center
5. administering and scoring standardized tests
6. organizing and facilitating small group social seminars
7. aiding counselors in group counseling sessions
8. providing direct tutorial assistance to students
9. assisting in classroom instruction
10. organizing and supervising campus tours
11. aiding in college orientation
12. giving direct counseling to students

Initial Peer Helper Training Program at VWCC

Initial efforts to train and implement a program of peer helpers at VWCC proved to be ineffective. Earlier training efforts were "one-shot" generalized training for "peer-counselors." These "peer-counselors" were assigned to jobs that were incongruous with their expectations and preparation.

The content and format of the training program followed the whims of the trainers and had no direct relationship to cognitive, skill and affective requirements of the helping tasks to be performed. The training and job performance produced measurable frustrations and role ambiguity for the students and disappointment for counselors involved. Training was closed to other students, thus providing only for the development and training of a few selected trainees.

Evident frustration of students and staff and the obvious fact that those tasks "peer-counselors" were to perform were not accomplished indicated a failure in both the content and format of the training program. Evaluation of the training program indicated that: (1) the need for adjunct counseling services must be clearly defined in behavioral-performance terms; (2) training must be specifically related to the task to be performed, i.e., cognitive, skill and affective requirements of the task must be provided through training; (3) the teaching-learning strategy employed in training must efficiently prepare students for effective performance of assigned tasks; and (4) the trainer must be skilled and well prepared to create appropriate learning experiences. What seemed an evident failure in initial attempts to train "peer-counselors" proved to be a valuable learning. The resulting learnings from this initial effort developed into a potent new approach to training students to be helpers of other students and offering to all students, faculty and staff, strategies to promote personal growth and development.

Modular Training for Student Development

The VWCC counseling staff has developed an innovative alternative to "one-shot" generalized training of students as "peer-counselors." The modular

training program consists of: (1) identifying specific tasks for peer helpers; (2) identifying specific cognitive, skill and affective requirements of each task; (3) planning appropriate teaching-learning strategies to meet these requirements; (4) packaging these strategies into independent training modules; and (5) scheduling training sessions at varied and appropriate times to accommodate all interested students, faculty and staff. Each module is an independent training unit. Because these units are related to certain cognitive, skill and/or affective requirements of a specific task, and because they can be offered at varied and appropriate times, students and other members of the campus community may choose to utilize individual training modules for specific personal growth and developmental needs. With this modular packaging of training materials, the potential of the training program is expanded beyond a restricted utilization for the training of peer helpers. It also becomes appropriate for any individual who can benefit from training outcomes. The module Improving Communications Skills can be more than just a training session for a peer helper. It becomes a strategy to facilitate the personal development of a campus secretary, an inhibited student or an isolated older student.

The modular training design is an innovative training strategy which maximizes the utility of training materials. The flexibility of the training strategy makes it effective as both a training program for peer helpers as well as independent counseling approaches to aiding students, faculty and staff in broad areas of personal development.

Rationale for Training Content

The modular training program is based on two assumptions regarding training for interpersonal helping relationships:

1. There does exist a common core of facilitative conditions or relationship building skills that is characteristic of all helping interpersonal relationships regardless of the helping task to be performed.

2. A helper must have skills and knowledge or a response repertoire adequate and specific for the task to be performed in the helping relationship.

These two assumptions outline general aspects of the modular training program employed at VWCC.

The existing program of peer helper training at VWCC consists of sixteen individual training modules (see Appendix A). These modules can be grouped into training sessions which (1) facilitate the learning of skills and knowledge in relationship building and establishing facilitative conditions and (2) develop skills and knowledge (increase behavioral repertoire) to perform specific tasks in the helping relationship.

It should be noted that the core of relationship building skills and facilitative conditions should be characteristic of all training programs. These facilitative conditions, or relationship building skills are applicable across the broad range of paraprofessional and professional helping roles (Danish and Brock, 1974). Several programs have been developed to train helpers in relationship building skills and in developing facilitative conditions (Carkhuff, 1969; Danish and Hauer, 1973; Kagan, 1972; Ivey, 1971). Other aspects of training, however, are task-specific and because the roles of paraprofessional helpers vary so greatly, should show wide variation between training programs. This aspect of training relates specifically to the desired

roles and functions of the trained helper. Although training programs may be similar in their emphasis on relationship building skills and core facilitative conditions, they might show considerable variation in other areas of training program content.

The observation that a training program must consist of a common core of basic relationship building skills and training in developing facilitative conditions as well as skills and knowledge to perform specific helping tasks, suggests that these different aspects of training may require differential teaching-learning approaches. In VWCC's modular training program, teaching-learning strategies differ greatly between modules. Those modules relating to facilitative conditions and relationship building skills (e.g. Module 3: Acquiring Effective Communications Skills) are presented using an experiential instructional strategy. Less time is devoted to more didactic teaching modes. Modules designed to provide a knowledge or skill base (e.g. Module 11: Understanding the Career Information Center Resources and Procedures) for performance require a more didactic instructional strategy such as lectures, programmed instruction, etc.

The two assumptions made regarding training for interpersonal helping relationships provide a basis for content development and teaching-learning strategies employed during training. The assumptions that (1) there does exist a common core of facilitative conditions or relationship building skills that is characteristic of all helping interpersonal relationships and (2) a helper must have skills and knowledge or a response repertoire adequate and specific for the task to be performed in the helping relationship, provide a basis for a modular-based peer helper training.

Evaluation of Training Program Outcomes

Evaluation of the training outcomes is a very critical component of the overall training program strategy. Evaluation has several dimensions and serves several specific purposes:

1. evaluation of the training sessions provides trainers and program designers valuable data on the effectiveness of training content and the effectiveness of training design.

2. evaluation of participants provides a basis from which trainers can select qualified students to employ as peer helpers.

3. evaluation of participants provides valuable feedback to each participant relative to his or her behavior as observed by trainers and other participants during training sessions.

4. evaluation provides information and direction for personal development following training.

Evaluation of training participants is a continuous process. Each participant is evaluated before training, during training and after training. Those students selected to be peer helpers undergo continual appraisals of on-the-job performance.

The evaluation of the effectiveness of training program content and design is conducted using a locally developed instrument. (A locally developed instrument was developed to assure its sensitivity to the specific cognitive, skill ... affective foci of VWCC's training program.) Prior to each training session, participants are required to complete the paper and pencil pre-test evaluation instrument. The instrument measures participants' entering knowledge and skills relative to the modules being presented. The instrument also measures the participants' ability to apply knowledge and skills in simulated helping situations. Following training, each participant is administered the

same evaluation instrument. Absolute deviation from appropriate responses is computed for each test item. Subtest scores and composite scores are computed. Statistical evaluations of the training session are made by applying the Sign Test for statistically significant gains in post-test scores. The Sign Test for statistical significance is applied to the set of subtest scores (one score measures skills and knowledge acquired and one measures ability to apply skills and knowledge in helping relationships) and to the set of composite scores (a measure of overall gains as result of training). Each participant in the training program is evaluated based on the following three dimensions:

1. score on post-test evaluation
2. peer evaluation of effectiveness in interpersonal relationships and learning outcomes
3. trainers' evaluation of participants' performance in response to training modules

Scores on the post-test are ranked. Students are assigned points for relative positions in the rank order of post-test scores. Points are also assigned as a result of peer evaluations. Following the training, participants are asked to select a specified number of participants whom they observed demonstrate effectiveness in interpersonal relationships and positive learning outcomes. Using a Likert-type scale, trainers evaluate participants' performance in response to each training module. The three weighted data sources provide the basis for peer helper selection and additional directions and strategies for participants' personal development.

Following all evaluations, participants are invited to review evaluation data in a counseling session. Post training evaluation sessions often result in meaningful counseling sessions for training participants.

Although no statistical correlation has been calculated between post-test outcomes, peer evaluations and trainer evaluations, data from previous training sessions do indicate that students employed as peer helpers are consistently evaluated high by both trainers and peers. Their post-test scores also tend to be higher.

Summary

The modular concept for training peer helpers maximizes the utility of the training program. When training materials are packaged in independent modules, and are offered at varied and appropriate times, the training modules can be effective as both training strategies for peer helpers as well as independent counseling approaches to aid college-university students, faculty and staff in broad areas of personal development.

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APPENDIX A

Required Training Modules

Role	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Tutors Instructional Aids	X	X	X	X	X	X	X	X	X	X			X			
Student Services Aids	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X

TRAINING MODULE DESCRIPTIONS

Module 1. Understanding the Helping Relationship

Module 2 Understanding Personal Behavior, Needs and Motivations

Module 3. Acquiring Effective Communication Skills

Module 4. Understanding Barriers to Effective Communication

Module 5. Understanding Barriers to Effective Interpersonal Relationships

Module 6 Understanding Conditions of the Helping Relationship

Module 7. Overview of Student Services, Counseling Services and Special Services

Module 8. Tips for Tutoring and Instructing

Module 9 Acquiring Effective Study Techniques

Module 10. Knowing Sources of Learning Resources

Module 11. Understanding the Career Information Center Resources, Use and Procedures

Module 12. Understanding College Rules, Regulations and Procedures

Module 13. Understanding Referral Sources and Referral Procedures

Module 14. Understanding Orientation Procedures

Module 15 Understanding Registration Procedures

Module 16. Advanced Techniques for Peer-Helping Relationship

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